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ABSTRACT

A school-university partnership between the Edmonds School District 15 and Edmonds Community College in Lynnwood, Washington, is described in this report. Described are the mission of the joint articulation council, project reports and updates, examples of collaborative project proposals, a completed contract class agreement, and promotional notices to students. The main purpose of the partnership is to promote higher quality learning opportunities for district students. Project work plans and budgets are included. (LMI)

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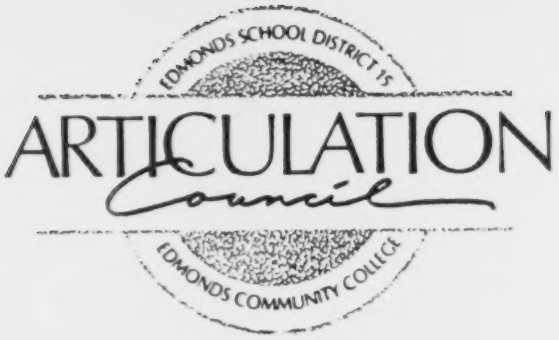

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Edmonds School District - Edmonds Community College

Collaboration

ARTICULATION COUNCIL
of the
Edmonds School District 15 and Edmonds Community College
Operational Document

Monday, April 15, 1991

National School Board Association Conference
San Francisco, California

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ARTICULATION COUNCIL
of the
Edmonds School District 15 and Edmonds Community College

Operational Document

MISSION STATEMENT:

The mission and purpose of the joint Edmonds School District 15 and Edmonds Community College Articulation Council (the council) is to encourage, foster, and facilitate activities which are mutually beneficial to the two organizations and our students, faculty and staff, and the community at large.

A primary goal of the council is to promote higher quality learning opportunities for our students. Through efforts of the council, both educational and economical benefits will be provided such as: facilities and equipment sharing; projects with shared human resources; avoidance of unnecessary duplication; a streamlined educational process which provides for student goal setting beginning at the ninth grade level and progressing through level fourteen. The council will provide a means to develop and expand opportunities which benefit all people of South Snohomish County with a quality educational environment.

Specifically, the council will: 1) facilitate communications at all levels between Edmonds School District 15 and Edmonds Community College; 2) facilitate joint meetings and activities between the two staffs; 3) identify and reduce barriers that inhibit articulation activities; and 4) determine the future direction and priorities of joint ventures.

COUNCIL MEMBERSHIP:

The council is composed (at a minimum) of the following members from Edmonds Community College: Executive Vice President; Dean for Instructional Services; Dean for Student Services; two division directors; and the College Relations Director. Membership from Edmonds School District 15 will be: Assistant Superintendent, Secondary Education; Executive Director of Curriculum and Staff Development; high school principals; Director Professional-Technical Education; counseling representative; and Supervisor, School Community Relations. The council will be jointly chaired by the Edmonds Community College Executive Vice President and the Edmonds School District 15 Assistant Superintendent of Secondary Education.

COUNCIL MEETINGS:

The council will meet a minimum of four times during the year.

The Articulation Council of Edmonds School District 15 and Edmonds Community College was established upon authority of the President of Edmonds Community College and the Superintendent of Edmonds School District 15 on June 3, 1987. The Operational Document revised September 1990.

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Dr. Brian L. Benzel, Superintendent
Edmonds School District 15

Thomas C. Nielsen

Thomas C. Nielsen, President
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ARTICULATION Council

EDMONDS SCHOOL DISTRICT 15

EDMONDS COMMUNITY COLLEGE

Edmonds Community College
20000 68th Avenue West
Lynnwood, WA 98036
(206) 771-1512

PRIORITIES

1990-91

I. **Encourage and Promote Expanded Involvement in Four Plus More Activities.**

Leadership Team: Linck, Oertli, McMeekin, Stephensen, Ledford, Houser

II. **Identify New Opportunities for Articulated Classes, Projects, and Activities for Students and Support Already Established and Ongoing Articulation Efforts that are having Positive Impact on Students.**

Leadership Team: Hanson, Montgomery, Thorsen, Anderson, Sweeney, Stephensen

III. **Encourage and Promote Collaborative Staff Development Planning and Activities.**

Leadership Team: Duncan, Klein, Hill, Engberg, Oertli

IV. **Increase Awareness and Understanding of Articulated Programs Internally (with Students and Faculties) and Within the Community.**

Leadership Team: Stevens, Aliverti, Botnen, Goetz, Smith, Ledford

V. **Pursue Outside Funding Opportunities**

Leadership Team: McMeekin, Boeck, Leaders of the Four Other Task Groups

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ARTICULATION Council

EDMONDS SCHOOL DISTRICT 15

EDMONDS COMMUNITY COLLEGE

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MEETING

FEBRUARY 20, 1991

NOTES AND COMMENTS

1. **PROJECT REPORTS**

Four Plus More -- Barbara Linck and Rainer Houser provided an update on the project at Edmonds-Woodway High School. Planning is currently underway to add a second, more advanced College English (CEP) course, an electronics course, a criminal justice course with a community service component, and hospital med-tech. Additional emphasis on careers is being added to the grade 9 PREP program. It is in the PREP program that the six year planning cycle begins and where special effort is made to help freshmen feel "connected" with the school and student body.

Barbara and Rainer are also seeking ways to provide computer training for staff through articulation channels with Edmonds Community College.

College English Project (CEP) -- Steve Hanson reported that Barbara Morgridge has been meeting with the Mountlake Terrace High School staff about adding a CEP class. This would put a CEP class in every high school.

Art -- Honors Day for Art Students, supported by the council, Edmonds Community College Artist-in-Residence Program, and the EdCC Foundation, are bringing EdCC and ESD teachers together in a dynamic way.

In addition, both the ESD and EdCC will present student art shows at the college this year.

Chemistry/Math -- Wayne Sweeney reported on the pilot chemistry/algebra course to be offered at Lynnwood High School next year. This is a direct spin off from the summer project involving LHS and EdCC teachers on the college campus last summer. Gary will provide Council members with a list of integrated courses planned at EdCC next year.

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Leadership Training -- Rolynn Anderson provided a follow-up report on some results of her request for assistance from the college on student leadership training at Meadowdale High School. During the past month a year-long leadership training program design was developed for the school. It will include two full-day meetings this spring to "kick off" the program. The EdCC Lead and Learn Program students will participate with high school students in a March 5 meeting as leaders and learners. Both day's meetings, March 5 and May 21, will be on the EdCC campus.

A ropes course will be developed cooperatively by EdCC and MDHS leadership program students.

Budget -- Gary reported a budget balance of $15,700.

Mountlake Terrace High School 21st Century Schools Program -- Elaine Klein described planned exchange visits and linkages between THS and other high schools (including Eugene and Ocosta).

Medical Careers -- The dental community has approached ESD and EdCC planners about programs for students in that career area.

College Accounting (CAP) -- Peggy Stephensen reported that good progress is being made in establishing this course for next fall.

Technology -- Dave Hill discussed Tech-Ed Fair planning for next year. Dave is also working with the high school technology committee.

Perkin Vocational Money -- Bill McMeekin described opportunities to apply for tech-prep (2 + 2) funds this summer. He also reported that EdCC has State approval for two para-professional training programs for teacher assistants. Funding, as yet, is unknown.

Staff Development -- The district is hosting an Outcome-Based Education (OBE) Conference, August 19-21 in the new conference facility, EdCC campus. The focus will be on mastery learning processes, alternative assessment strategies and Control Theory. Darrel Duncan invited EdCC staff who are interested in attending.

Community Schools -- Elizabeth Henry reported that 50 classes are being offered for adults in the community in ESD classrooms, sponsored by the Community Schools Program.

Elizabeth is working on establishing an articulated advisory committee to help guide and direct future Community Schools Program planning. She asked for assistance in identifying potential members.

Guidance -- The Community Resources Fair was a success. Louise Stevens reported that many counselors from the EdCC and ESD attended.

2. **PRIORITIZATION ACTIVITY**

The remainder of the meeting was devoted to a very productive activity which focused on Council priorities and plans for the remainder of the 1990-91 school year. The work from each of four groups was shared. We'll complete the activity during our March 20 meeting.

NEXT MEETING: MARCH 20, 10:00 - NOON, BOARD ROOM, ESC.

ARTICULATION PROJECTS UPDATE

EDMONDS COMMUNITY COLLEGE
and
EDMONDS SCHOOL DISTRICT 15

Articulation Projects Update

FEBRUARY 1991 771-1512 • 670-7094

Cooperative projects co-sponsored by Edmonds School District 15 and Edmonds Community College include:

APPLIED TECHNOLOGY

A joint committee is working on articulation plans with Edmonds/Woodway High School. Technology education is the priority of the committee.

ASSESSMENT

The council has provided funding to complete the team membership of school district and college personnel to attend an Institute on Diversified Approaches to Assessment to be held on the campus of Harvard University.

CAP (COLLEGE ACCOUNTING PROGRAM)

School district students receive 5 credits of college-level accounting in their high school 2nd year accounting course. They are taught by school district teachers working wiht college accounting faculty. These 5 credits are the first of 15 accounting credits required for transfer to colleges of business administration in 4-year universities.

CEP (COLLEGE ENGLISH PROJECT)

The CEP offers college English composition classes to students in the school district high schools. These courses are taught by school district instructors working with college English instructors. Students enrolled in the CEP program earn five college credits of English composition, which is the equivalent of the freshman English core requirement in Washington State colleges and universities.

EDMONDS COMMUNITY COLLEGE
and
EDMONDS SCHOOL DISTRICT 15

Articulation Projects Update

FEBRUARY 1991 771-1512 • 670-7094

Cooperative projects co-sponsored by Edmonds School District 15 and Edmonds Community College include:

CHEMISTRY/ALGEBRA

The Articulation Council supported a pilot program of a chemistry/algebra combined course team-taught by two college and two high school instructors. This summer pilot program was designed to attract more students into a sustained program from high school through college in the math/science areas with special emphasis in attracting women to the subject areas. This successful pilot program resulted in a similar offering at one of the district high schools as part of the regular curriculum.

CLIP (CONTRACTED LEARNING AT AN INDIVIDUAL PACE)

CLIP is designed to assist students who have dropped out of school. Locations for this program include both school district and college facilities. The instructor, an employee of the school district, attends Edmonds Community College Developmental Education Division meetings.

COMMUNITY RESOURCES FAIR

This program is being presented by counselors of the school district and the college.

COMMUNITY SCHOOLS

Fifty classes in Community Schools are being held in school district facilities and managed by the college. An articulated advisory committee for Community Schools is being formed for future planning in this area.

COMPUTER TRAINING

Computer training for both school district and college staff is provided on the Edmonds Community College campus.

EDMONDS COMMUNITY COLLEGE
and
EDMONDS SCHOOL DISTRICT 15

Articulation Projects Update

FEBRUARY 1991 771-1512 • 670-7094

Cooperative projects co-sponsored by Edmonds School District 15 and Edmonds Community College include:

COUNSELING

Counselors of the two educational institutions frequently meet to keep abreast of new admissions and assessment programs at the college. Agenda also includes areas of college preparation.

CULINARY ARTS

Culinary Arts is a joint program for school district and community college students. The new culinary arts facility on the Edmonds Community College campus was built specifically for this program and has been a joint effort from the beginning. High school students can earn up to 45 community college credits, the equivalent of one full year, taking culinary courses on the college campus.

DECA/MARKETING

Articulation of marketing classes and a cooperative project are being developed.

EARLY CHILDHOOD EDUCATION

Two sub-groups work within this articulation program: Careers With Children/Early Childhood Education and Teen Parent/Family Life Education. Edmonds School District 15 children are enrolled in the Edmonds Community College co-op preschools at school district facilities, while parents of those children are enrolled in Edmonds Community college Family Life classes.

EDMONDS COMMUNITY COLLEGE
and
EDMONDS SCHOOL DISTRICT 15

Articulation Projects Update

FEBRUARY 1991 771-1512 • 670-7094

Cooperative projects co-sponsored by Edmonds School District 15 and Edmonds Community College include:

EDUCATION

The school district and the college are exploring the placements of Edmonds Community College students who are interested in teaching careers in "internships" with school district teachers. The college is undertaking the development of a course proposal for this project.

FINE ARTS (MUSIC, DRAMA AND VISUAL ARTS)

Several cooperative efforts have occurred: a summer music program for district students, a joint brass ensemble program, and drama undertakings. Also, visual art by school district students is displayed in the art gallery located on the college campus.

FOREIGN LANGUAGE

Continued planning for in-depth Japanese programs for both college and high school students is being undertaken.

FOUR-PLUS-MORE

This is a cooperative program funded by a federal grant between Edmonds Community College, Edmonds School District 15, and the supporting business community that builds on successful EdCC/ESD 15 articulation programs already in place.

HEALTH OCCUPATIONS/HOME CARE PROVIDERS

Edmonds Community College participants are active on the Health Occupation and Home Care Provider advisory committees in the school district. The school district has activated the Health Care Professions program which may lead to new articulation agreements.

EDMONDS COMMUNITY COLLEGE
and
EDMONDS SCHOOL DISTRICT 15

Articulation Projects Update

FEBRUARY 1991 771-1512 • 670-7094

Cooperative projects co-sponsored by Edmonds School District 15 and Edmonds Community College include:

HIGH TECH FAIR

A high tech education fair was jointly presented by college and district personnel. A larger fair is being planned for next year with joint staff development, underwritten in part by the Articulation Council.

HONORS DAY FOR ART STUDENTS

This program is supported by the college's Artist in Residence Program and the college Foundation to bring college and school district art teachers together with through joint art shows. High school students will be brought on campus for a full day of activities.

HORTICULTURE

This program in articulation is currently being developed with faculty from both institutions working on advisory committees. Several school district students are currently in the Edmonds Community college program.

INTERNATIONAL STUDIES

The school district is an active participant on the college advisory committee. A number of school district students are in the Edmonds Community college program.

LEADERSHIP TRAINING

The college's student leadership team worked with high school leaders in a two-day training session.

EDMONDS COMMUNITY COLLEGE
and
EDMONDS SCHOOL DISTRICT 15

Articulation Projects Update

FEBRUARY 1991 771-1512 • 670-7094

Cooperative projects co-sponsored by Edmonds School District 15 and Edmonds Community College include:

OFFICE ADMINISTRATION

The school district and college faculty serve on each other's advisory committees. Office Administration has the most fully-developed articulation program, giving high school students the opportunity to earn up to 18 community college credits in the Office Administration Department and college's Business Division.

OUTCOME-BASED EDUCATION CONFERENCE

A Joint Staff Development Outcome-Based Education Conference sponsored by the school district is available to college staff also.

TUTORING

College students can receive college credit for tutoring students at one of the district's middle schools. The Articulation Council is paying for the tutor training class at the college and for a coordinator at the middle school.

Summary Statement
for the

FOUR PLUS MORE project

between
Edmonds-Woodway High School
Edmonds School District
Edmonds Community College

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3.1 Project Design

Our project's design addresses the fundamental need to teach a curriculum which is relevant, connected to real life and provides alternative paths to graduation and to life's achievement. The FOUR PLUS MORE concept will include a revised curriculum based on the concept of an "educated worker" and the skills needed by the "educated worker." The skills are presented in seven skill clusters (Stevens, "The Educated Worker," 1989.)

Basic Skills	Reading, writing, computation ,and computer know-how.
People Skills	Interpersonal relations, group process, communication skills, and recognition of the value of self and others.
Organization Skills	Planning and reference skills, decision-making and problem-solving skills.
Thinking Skills	Holistic and intuitive thinking, creativity, abstract reasoning.
Evaluation Skills	Application analysis, synthesis, and assessment skills.
Technical Skills	Technology-based information, scientific and technological process skills, model building, psychomotor skills.
Personal Development and Career Skills	Employability skills, work attitudes, and adaptation skills, entrepreneurship skills, goal-setting and motivation.
Learning How to Learn Skills	Acquisition of knowledge and skills to learn effectively as life-long learner.

The FOUR PLUS MORE curriculum also focuses on the need for continuity and constructs bridges between the high school and the additional schooling needed to be a successful worker and community contributor. Our school improvement model recognizes that all students need to become life-long learners and that all students regardless of their career goals, need to plan for some form of education beyond the traditional high school program.

FOUR PLUS MORE is a cooperative program with Edmonds Community College and the business community and builds on the successful articulation programs already in place. FOUR PLUS MORE will require parent participation in the development and maintenance of a six-year plan for all students at the beginning of the ninth grade. The intent is to motivate all students for success and keep them involved in programs which keep their options open. High school students will earn college credit while still in high school and preparing for their 13th and 14th years of schooling. This is already possible for advanced high achieving students. FOUR PLUS MORE will make this opportunity available for all students, particularly those at-risk.

To create this vision of all students being successful will require changes in curriculum, teaching strategies, guidance practices, organizational design and educational management practices. In addition, it will require significant collaboration

with Edmonds Community College and the business community. The resources of the FIRST grant are needed to bring about these improvements.

Strategies for implementing FOUR PLUS MORE recognize that at-risk students and those Dale Parnell refers to as "neglected majority" generally come from dysfunctional homes where positive feedback is rare. These students need a support base founded on success and building self-esteem. Recent studies on student retention have identified program elements that make a difference for at-risk students. Those elements are:

- integration of academic skills, personal growth, and work
- personalized attention
- cooperative and team learning
- use of real life problems and situations as a learning context
- experiential learning strategies
- consistent rewards for success, and
- making connections between learning and earning

Therefore, improvements which address these elements must be integrated into five key programs in order to assure that all students receive a high quality education. The five program areas are:

(1) A modified core curriculum;

(2) Vocational-technical education for the 21st century;

(3) Guidance and individual six-year planning with each student;

(4) Learning support services; and

(5) A business-community connection.

3.2 **Project Goals, Objectives, Activities and Timelines**

PROJECT GOAL: To develop, implement and evaluate a school-wide improvement effort which will significantly increase the performance of teachers and at-risk students resulting in increased graduation and attendance rates, decreased dropout rates, and increased achievement for all at-risk students.

PROCESS OBJECTIVES:

1.0 To develop and implement a FOUR PLUS MORE curriculum which is articulated with the community college and the Applied Technology Training Center to teach skills relevant to adult life.

2.0 To develop and implement a student support system including career centers, a learning support center, and enhanced guidance services which provide for student goal directed planning for high school and beyond.

3.0 To implement core curriculum improvement strategies which address the academic needs of at-risk students.

4.0 To empower teachers through cooperative training with community college teachers and private industry personnel specialists and through active participation in the decision-making process of school management.

5.0 To organize the school as a community learning center with teachers providing instruction to industry workers, community members, high school students and community college students within a cooperative teaching structure with teachers and trainers from other settings.

6.0 To establish a school-based decision-making structure where all those involved in the school participate in making decisions and where planning and development is from the bottom up.

The following objectives will serve as indexes of Edmonds-Woodway High School's progress towards its goal and will be the framework for the evaluation design.

PRODUCT OBJECTIVES:

1.0 To make significant gains in the achievement of at-risk students.

2.0 To significantly increase the graduation rates and significantly decrease the dropout rates of at-risk students.

3.0 To significantly increase the attendance rates of at-risk students.

4.0 To meet the needs of at-risk students by providing a curriculum which enhances their success in their continued education/training and/or vocation.

5.0 To produce an effective model for school improvement for examination and/or adoption by other secondary schools.

6.0 To significantly increase the satisfaction of students, teachers, administrators and support staff with the climate, management process and outcomes of the restructured high school.

The following project Work Plan details the activities, timelines and staffing.

PROJECT WORK PLAN

OBJECTIVE #1.0: To develop and implement a FOUR PLUS MORE curriculum which is articulated with the community college and the Applied Technology Training Center to teach skills relevant to adult life.

Implementation Activity	Timeline			Staffing
	Year 1	Year 2	Year 3	
1.1 Develop and implement articulated programs in core curriculum areas with Edmonds Community College Programs which lead directly to advanced placement and credit at the college level.	⊣	⊣	⊣	Project Director/High School and Community College Faculties/Articulation Council
1.2 Establish procedures for high school students to attend classes on the college campus.	⊣			Project Director/Registrars/Articulation Council
1.3 Identify and plan for needed classes to be taught on the new high school campus with college students in attendance.	⊣	⊣	⊣	Project Director/Faculties/Articulation Council
1.4 Establish procedures for students to earn credits for relevant on-the-job experience which can be applied in an articulated program.	⊣			Project Director/Faculties/Articulation Council
1.5 Implement Principles of Technology Curriculum as part of a 21st century vocational-technical program. (This is a course developed by Center for Occupational Research and Development, with hands-on, problem-solving approach. This course will be for occupational or science credit; designed for at-risk youth, it sets high expectations for all students.)	⊣			Project Director/Science and Vocational Education Faculty

Implementation Activity	Timeline			Staffing
	Year 1	Year 2	Year 3	
1.6 Implement Applied Bio-Chemistry Curriculum as part of the 21st century vocational-technical program. (Another in the series of curriculum developed by CORD designed to address the needs of all students in order to understand the bio-technical nature of contemporary living. Science or Occupational education credit.)		⊣		Project Director/Science and Vocational Faculty
1.7 Establish intern program with Eldec Corporation and the Edmonds Chamber of Commerce for at-risk students in an articulated program.	⊣			Project Director/Business Representatives/Faculty/ Business-Community Advisory Council

OBJECTIVE #2.0: To develop and implement a student-support system including career centers, a learning support center, and enhanced guidance services which provide for student goal directed planning for high school and beyond.

Implementation Activity	Timeline			Staffing
	Year 1	Year 2	Year 3	
2.1 Develop and implement FOUR PLUS MORE academic guidance and planning processes. (Students and parents, with guidance personnel, will plan six-year programs upon entering 9th grade.)				Project Director/Project Leader/Counselors/ School Improvement Program Team (SIPT)
- Administer the ACT and the Edmonds School Climate Inventory to all 8th grade students at College Place Middle School. (ACT is academic and career aptitude inventory; the climate inventory includes items which assess self esteem. These data, along with GPA, attendance records and teacher references are used as predictors to identify at-risk youth.)	⊣	⊣	⊣	Project Leader/School Counselors and Teachers
- Conduct required meeting for all eighth grade students and parents to create awareness of options plus begin developing six-year plan.	⊣	⊣	⊣	Project Director/Project Leaders/Counselors
- August: (prior to entering 9th grade) sponsor social barbecue for students and parents and ninth grade teachers and counselors. Conduct building tour and program awareness program, learning styles inventory administered to all students. Continued development of six-year plan.	⊣	⊣	⊣	Project Director/Project Leader/Faculty

Implementation Activity	Timeline			Staffing
	Year 1	Year 2	Year 3	
- September: All Freshmen and parents meet to discuss high expectations for all at new high school and how to improve success patterns.	⊣	⊣	⊣	Project Director/Project Leader/Faculty
- Late October: Required student/parent meeting. How are we doing. Learning support center available. Homework, study skills. Continue developing six- year plan.	⊣	⊣	⊣	Project Director/Project Leader/Faculty
- Mid-January: Planning ahead - early career planning to maximize benefit from 9th grade Career Unit (in English classes). Further emphasize development of six-year plan.	⊣	⊣	⊣	Project Director/Project Leader/Faculty
- 10th and 11th Grades: Three or four meetings. Continued emphasis on developing career plans. Information on tests (e.g. WPCT, PSAT, SAT, ACT) and inventories (e.g. MESA) that help students learn more about themselves. One meeting held on ECC campus, hosted by ECC persons; emphasis on programs available there and how to lead job preparation and transfer to four-year institutions. Emphasis on how to properly individualize programs and graduation requirements. For Juniors, stress maximizing Senior year and more definite decisions regarding years 13 and 14 of six-year plans.	⊣	⊣	⊣	Project Director/Project Leader/Faculty

Implementation Activity	Timeline			Staffing
	Year 1	Year 2	Year 3	
- 12th Grade: Meeting every six to eight weeks. Topics to be addressed in timely fashion include: Choosing post-high school education programs; college and other training center applications; resume writing; job search and application; scholarships and other financial assistance; interpretation of WPCT; presentations from our post-secondary educational institutions; completion of grades 13 and 14 and planning in six-year plan (which must be completed as a requirement for graduation.)	⊣	⊣	⊣	Project Director/Project Leader/Faculty
2.2 Develop and implement Edmonds Community College site visit program to acquaint students with program options at Edmonds Community College and elsewhere.	⊣			Project Director/Edmonds Community College Administrators and Faculty/Articulation Council
2.3 Develop career center-planning program. (All students will complete MESA to help understand career aptitudes and clarify expectations. Incorporate career education components to regular class curriculum.)	⊣			Project Director/Project Leader/SIPT
2.4 Coordinate Jobs for Edmonds Graduates (JEGs) into program planning for at-risk students.	⊣			Project Leader/JEGs Staff
2.5 Develop a Learning Support Center. (Center will provide assistance to students before they fall behind in a unit or class. Tutors, extra instruction, peer learning, etc. will be used to support academic acceleration. Students will be referred on a daily basis. Learning Center operates before and after school as well as during the day.)	⊣			Project Director/SIPT

OBJECTIVE #3.0: To implement core curriculum improvement strategies which address the academic needs of at-risk students.

Implementation Activity	Timeline			Staffing
	Year 1	Year 2	Year 3	
3.1 Implement a BRIDGE curriculum. Identify students in the 8th grade and 9th grades who are at-risk. (BRIDGE is a program containing 18 units of instruction designed to help students make the transition to high school and develop the skills to be successful.)		⊣		Project Director/Faculty/SIPT
3.2 Implement Applied Communication Curriculum. (This curriculum is hands-on experiential in nature, designed for 9th and 10th grade at-risk students and those who have had little or no success in school. Developed by Center for Occupational Research and Development (CORD), Waco, Texas.)		⊣		Project Director/Faculty/SIPT
3.3 Implement Applied Mathematics Curriculum. (Also developed by CORD, courses are designed to create high expectations for students while incorporating all the elements necessary to be successful with 9th and 10th grade at-risk youth.	⊣			Project Director/Faculty/SIPT
3.4 Implement Applied Economics Course. (Developed by the business community; this is designed to be practical and experiential curriculum to help 11th and 12th grade students develop entrepreneurial skills and attitudes.)	⊣			Project Director/Faculty/SIPT

Implementation Activity	Timeline			Staffing
	Year 1	Year 2	Year 3	
3.5 Conduct staff development and curricular development in cooperation with the ECC staff, which results in instructional programs for students and are based on: - Integration of academic skills and work skills. - Cooperative learning. - Real life situations as a learning context. - Providing success for all students, particularly those at-risk.		⊣	⊣	Project Leader/SIPT
3.6 Implement the Business-School Partnership. Eldec Corporation and the Edmonds Chamber of Commerce to provide internships, mentors, on-site visitations and guidance and support for students, particularly those at-risk.	⊣			Project Director/SIPT/Business-Community Advisory Council

OBJECTIVE #4.0: To empower teachers through cooperative training with community college teachers and private industry personnel specialists and through active participation in the decision-making process of school management.

Implementation Activity	Timeline			Staffing
	Year 1	Year 2	Year 3	
4.1 Implement staff development and curriculum development projects designed to alter the traditional mode of teaching and learning at the high school level. (Success for all students requires strategies which recognize different student needs related to learning style and rate. Focus will be on required courses in English, math, social studies and science.)	⊣	⊣	⊣	Project Leader/SIPT
4.2 Develop and conduct joint staff training activities with Edmonds Community College.	⊣	⊣	⊣	Project Leader/SIPT/Edmonds Community College Faculty
4.3 Develop and conduct cross-training activities with Edmonds Community College Staff.	⊣	⊣	⊣	Project Leader/SIPT/Edmonds Community College Faculty
4.4 Implement teacher intern program with Eldec Corporation and Edmonds Chamber of Commerce	⊣			Project Director/Business-Community Advisory Council
4.5 Provide specific teacher training activities, designed by teachers, to address curriculum and instructional strategies for at-risk students.	⊣	⊣	⊣	Project Leader/SIPT

OBJECTIVE #5.0: To organize the school as a community learning center with teachers providing instruction to industry workers, community members, high school students and community college students with a cooperative teaching structure with teachers and trainers from other settings.

Implementation Activity	Timeline			Staffing
	Year 1	Year 2	Year 3	
5.1 Integrate resources and services of the high school, Edmonds Community College and the community by jointly developing a community education program component.		⊣		Project Director/SIPT/Business-Community Advisory Council/Edmonds Community College
5.2 Establish learning opportunities for adult community members to share learning activities with high school students during the regular program but also by extending the learning day until 9:00 p.m.		⊣		Project Director/SIPT/Business-Community Advisory Council/Edmonds Community College
5.3 Establish a Community/Business Advisory Council to address the particular concerns of high school dropouts.	⊣			Project Director
5.4 Develop a program for each student to complete 15 hours of community service.		⊣		Project Leader/SIPT
5.5 Develop, with private businesses and corporations through the Chamber of Commerce, training programs for their personnel and the school staff in mutually identified subjects.		⊣		Project Director/Business-Community Advisory Council
5.6 Restructure the school day to ten periods merging more with the community college's schedule and increasing involvement of community in educational activities.		⊣		Project Director/Business-Community Advisory Council/Articulation Council

OBJECTIVE #6.0: To establish a school-based decision-making structure where all those involved in the school participate in making decisions and where planning and development is from the bottom up.

Implementation Activity	Timeline			Staffing
	Year 1	Year 2	Year 3	
6.1 Continue to develop strategies for staff leadership and promotion of bottom-up planning, including a School Improvement Program Team.	⊣	⊣	⊣	Project Director
6.2 Provide incentives for staff to lead community task forces and projects related to the high school/community program.		⊣		Project Director/SIPT
6.3 Structure inservice training opportunities so that teachers can choose to develop and conduct training and coaching of other staff and be compensated for their work.	⊣	⊣	⊣	Project Leader/SIPT
6.4 Develop the school management strategies for participatory decision-making and evaluation for school's improvement program.	⊣	⊣	⊣	Project Director/SIPT

3.3 Relationship of Project to Secretary's Priorities

3.3.1 How Project Will Benefit Students or Schools with Below-Average Academic Performance

The Edmonds-Woodway High School proposal is targeted to under achieving students by our definition of at-risk students. The proposed FOUR PLUS MORE curriculum is designed to motivate, involve and engage these students in a relevant secondary school curriculum and in continued education/training beyond high school. The success of these disadvantaged learners will not be measured solely by increased academic achievement but by their more long-range success in planning for their adult lives.

3.3.2 How Project Will Lead to Increased Access of All Students to a High Quality Education

The major emphasis of our project is to increase opportunities and access for all students to a higher quality, more relevant and more flexible education. The FOUR PLUS MORE model provides a substantial increase in options for students which are designed to improve the school success of at-risk students. Courses such as Applied Communication, Applied Math, Principles of Technology and the BRIDGE curriculum are designed to ensure success for all students. Opportunities for work experience and technical training in other settings will significantly increase each student's access to a high quality education.

3.3.3 How Project Will Develop/Implement a System for Providing Incentives to Make Measurable Progress Toward Specific Goals of Improved Educational Performance

Incentives for measurable progress and improved performance will be provided to students and staff. Teachers will be paid, at a negotiated rate, for their participation in training activities and curriculum development. Teachers who choose to develop and/or provide inservice components and to assist others through coaching and other instructional improvement strategies will be rewarded for their time and efforts. Department teams from Edmonds-Woodway High School will have an opportunity to compete for small grants that address school improvement strategies. These grants will provide incentives for faculty to implement their own ideas. Finally, Eldec Corporation and the Edmonds Chamber of Commerce will provide teacher internships within their corporation.

Students will also be provided incentives. Work experience and volunteer activities will be given credit. Eldec Corporation and the Chamber will provide sponsor internships for at-risk students who improve their school attendance and credit standing.

Examples of Collaborative

Project Proposals Submitted

to the

Articulation Council

BEST COPY AVAILABLE

TO: Articulation Council

FROM: Bill McMeekin

DATE November 1, 1989

SUBJECT: Counseling Psychology 115

Edmonds Community College's over 600 international and recent immigrant students represent a tremendous resource both to our school and the community. With this in mind, we would like to propose a class, Counseling Psychology (COPSY) 115, which would give college and school district faculty an opportunity to tap this resource.

The class will be open to college and school district international students as well as American students who are going overseas as foreign exchange students or part of a group. COPSY 115 will prepare students to present their country's history, government, cultures, and customs to people from other countries.

Students will develop and deliver a comprehensive presentation about their countries to American and international audiences, emphasizing international responsibliity and the problems of cross-cultural relations.

School district and college faculty will benefit in the following ways:

1. History, geography and social studies teachers could have the students make presentations to their classes.

2. Foreign Language faculty could invite the students for both language and cultural enrichment.

3. Elementary school teachers could use these students in a number of ways.

The students will also greatly benefit:

1. They will gain new perspectives on the U.S. and other countries through interaction with fellow international and American students and faculty.

2. They will gain new skills in effective public communication.

3. They will develop leadership skills

This would be a one-credit class, meeting once a week for ten weeks.

The approximate cost is $600 for instructor and materials.

EDMONDS COMMUNITY COLLEGE

TO: ARTICULATION COUNSIL
FROM: EDMONDS COMMUNITY COLLEGE ART FACULTY

NOVEMBER 21ST 1990

PROPOSAL ONE: HONORS ART DAY

OBJECTIVES OF THE PROJECT:

- To allow and encourage the interaction between Edmonds Community College art students and faculty with art students and faculty from Edmonds School District 15.
- To provide for the sharing of resources common to both groups which will include, but notbe limited to :
  - A. Hands on workshop with Edmonds' Community College artist in residence.
  - B. Discussion of common goals and curriculum development within the college and school district

PROCESS FOR IMPLEMENTATION:

- Edmonds School District 15 faculty to recommend 18-20 visual arts students to be included in the day long seminar to be held on the Edmonds Community College campus.
- Edmonds Community College faculty to provide orientation, agenda, dialogue presentations and an afternoon hands-on seminar with the intern artist in residence.
- Edmonds School District 15 promotion and organization for the students involved.
- Edmonds Community College to provide instructor orientation and discussion sessions.
- Edmonds Community College to provide lunch for all faculty and students

PROJECT RESULT:

- Edmonds Community College to provide a written synopsis of the days events a written and visual discussion of the program and its achievements.

BUDGET REQUEST:

SUBSTITUTE INSTRUCTORS SCHOOL DISTRICT 15	6@ $80.00	$480.00
LUNCH FOR ALL PARTICIPANTS	30@$10.00	$300.00
MISCELLANIOUS ART SUPPLES AND MATERIALS		$130.00
		$910.00

EDMONDS COMMUNITY COLLEGE-DEPARTMENT OF ART-20000 68TH AVENUE WEST, LYNNWOOD WA 98036- 206/672-6306

PROPOSAL TO ARTICULATION COMMITTEE

FROM: Louise Stevens

NATURE OF PROPOSAL:

This is a request for funds to hire an individual for twenty hours per month to provide secretarial and follow-up support services for the following tutor programs:

- South County Chamber of Commerce Tutor Project which serves elementary youngsters.
- Edmonds Community College Tutor Program which serves middle school students.
- Evening Academy Tutor Program which serves primarily high school students.

RATIONALE FOR PROPOSAL:

These three tutor programs are operating concurrently in our area. The tutor program coordinators are all recruiting tutors, sometimes competing for tutors from the same groups. All three programs need to make numerous phone calls to volunteers to set up tutoring schedules, match tutors with youngsters and follow-up to confirm that tutors are appropriately placed. All three programs would like to recognize and reward tutors. All three programs need to recruit more tutors - there are more students asking for help than there are tutors.

During the 20 hours per month, the proposed support person could:

1. coordinate and expand recruitment efforts
2. contact schools when tutors are available
3. notify tutors of their placement
4. follow-up with tutor volunteers to confirm that they are satisfactorily matched.
5. assist with organizational aspects of tutor orientation and recognition.

PROPOSED COLLABORATIVE FUNDING:

The cost (including benefits) for hiring a person at $8.25 per hour approx. 20 hours per month through June 21 would be $1,500. The Chamber of Commerce is able to contribute $700 to this collaborative coordination effort. The Community College (Bill McMeekin) can contribute $400 of funds previously allocated for the Community College tutoring component. I am requesting $400 from the Articulation Committee to provide for coordination support services for these extremely valued tutor programs.

South County Chamber	$700
Community College Tutor Program	$400
Request to Articulation	$400
	$1,500

If funded, this proposal has potential to enhance the Community College's new Education Para-Professional Program, serve hundreds of K-12 students who are asking for academic help and provide excellent publicity for the Articulation Council in the business and parent community.

WHAT'S NEXT: A PLAN and A PROPOSAL FOR A PILOT COURSE

What: An Algebra/Chemistry class for 10th, 11th and 12th grade students offered through the combined efforts of Edmonds School District 15 and Edmonds Community College.

When: Second semester, 1991, after school from 2:30 P.M. to 4:50 P.M., Monday thru Thursday, Tutorial on Fridays.

Where: Edmonds Community College.

Major Program Components:

1. Teaming of Chemistry & Math Concepts
2. Cooperative Learning Group Theory
3. Teaming of High School & College Personnel
4. Processing of Student Learning
5. Teaming of high school students and college students in Tutoring Sessions.

Major Goals:

1. Develop Student Advanced Algebra Skills and Concept Understanding.
2. Develop Student Understanding of Basic Chemistry Concepts and Laboratory Skills.
3. Develop Student Problem Solving skills.
4. Develop Student Social Behavior Skills and Group Collaboration Skills.
5. Develop Student Time-Management and Study Skills.
6. Improve Student Understanding of Individual Learning Style.
7. Improve Student Attitude Toward Math & Science.
8. Increase Communication and Articulation among Math & Science Departments.
9. Increase Communication and Articulation among High Schools and College Staff.
10. Increase student awareness of available educational programs and related career opportunities.
11. Increase student success rate in other math and science courses at both the high school and college levels.

Typical Program Activities:

1. Lecture & Large Group Discussion
2. Small Group Class Activities (Problem Solving, Jigsawing, etc.)
3. Note Taking and communication skills as required of College Students
4. Various Media and Multi-Media Presentations
5. Computer Demonstrations and Applications
6. Guest Speakers of Special Topics
7. Maintaining a Diary (Journal) of Individual Progress in Learning
8. Tutor/Tutee Sessions
9. Lab Experiments and Problem Solving sessions
10. Homework Tasks
11. Quizzes and Tests
12. Calculator and Computer Exercises

Credits: (Total Clock Hours: 165 hours)

1. High School: 1 Semester credit in Algebra 3-4
   1 Semester credit in General Science

2. College: (Optional Credit)
   Math 110 (5 credits)
   Chemistry 100 (5 credits)

Pre-Requisites:

1. 10th,11th or 12th grade
2. Completion of a minimum of 1 semester of Algebra 3-4
3. Completion of a minimum of 1 semester of Chem Com
4. Satisfactory Application & One Letter of Recommendation
5. Satisfactory completion of the contract.
6. Class limited to 50 participants.

Required Staff:

1. Faculty Instructors
2. Consultants & Administrators
3. Counselors
4. Specialists
5. College Tutors
6. Public Relations and advertising

Additional Expenses:

1. Transportation
2. Books & Materials
3. Facilities
4. Lab Supplies and Materials

WHAT'S NEXT?:

1. Approval of the Proposal.
2. Develop a Budget
3. Advertise the course offering to high school students and parents involved in open enrollment this summer and during 1st semester.
4. Transportation Details
5. Ordering of Materials & Supplies
6. Ongoing Communication with high school & college personnel in both science and math, together with counselors and administors.
7. Ongoing Communication with Students and Parents

INTRODUCTION

Primary to this proposal is our interest in furthering the fine articulation and outreach program initiated in 1984, resulting in the establishment of English 105 as an early college credit offering; first at Meadowdale and Woodway, more recently at Lynnwood. Those infant beginnings have grown, carefully but steadily. Although this proposal, like the first, was the "brain-child" of Barbara Morgridge, I have asked to present it because I want the opportunity to express, personally, my appreciation to those who took the initiative to respond to previously unaddressed educational needs, having greater visions than most.

Very special thanks are due the Edmonds Community College Governing Board, Barbara, Vince De Leers, Ed Aliverti, Jean Flotin, and Steve Hanson for making the opportunities possible when they little or nothing to gain, in the short run, except satisfaction from knowing that they had helped extend higher education to greater numbers and had begun to break down the barriers that separate educational institutions and educators. Their gestures would have come to nothing if there had not been receptive people in District 15--people of similar vision. Among those deserving thanks are: District 15's Governing Board; Bob Ledford; principals Fill Sankey, Rod Waddell, and Steve Chappuis; teachers Ginny Enstadt and Sandy Ballinger. In addition, the English departments of the various schools deserve special credit for their willingness to support the program and adjust to its presence.

Those of us at Woodway are proud that we have been able to "give something back" to E.C.C. and its students. We have worked diligently to build the English 105 program, without compromising standards, in order to further the articulation program and reward the greater educational community. This year, we are pleased that we could offer opportunities to E.C.C.--a drama production class taught by Alicia Grosso. Many other mutually beneficial offerings wait "in the wings."

This proposal is just one of those.

PROPOSAL

It is proposed that an English 105 instructor in the CEP program be released to teach sections of English 205 at Edmonds Community College during the winter and spring quarters of 1990, either as a member of a team or separately, with the experimental project being funded, cooperatively, by CEP, ECC, District 15, and the Articulation Council.

1.0 Goals

This proposal is being made in order to:

1.1. enhance and expand the articulation program;

1.2. create the possibility of offering both English 105 and 205 as an alternative to AP, once Edmonds and Woodway High Schools have merged;

1.3. facilitate a "meeting of the minds" on course content, approaches and performance expectations, in the event the offering of English 205 becomes possible;

1.4. pave the way for future exchange programs whereby ECC instructors would have the opportunity to teach college-credit offerings on the high school campuses; and

1.5. encourage the small steps taken to accomplish cross-curricular education at the high school level.

2.0 Costs

The cost estimates are based on probable expenses relative to the hiring of a long-term (6-month- replacement for the released teacher). Since District 15 plans no "RIF" for 1989-90, it is assumed that an outside replacement would be hired, at an estimated base salary cost of $19,000.00/year, plus benefits.

Base Salary of $19,000 x .2	= 3,800.00
Benefits @ .29	= 1,102.00
	= 4,902.00
Plus circa 15 days, to mesh school calendars, at per diem pay	= 406.23

2.0 Costs, continued

	Sub-total	= 5,308.23
Adjustments based upon Washington legislative proposals to increase teacher salaries by 4%		= 212.33
	TOTAL	= $5,520.56

3.0 Funding:

From CEP tuition funds	$3,000.00
From ECC	1,600.00
	$4,600.00

Needed from the Articulation Council = $ 920.56

4.0 Implementation

It is proposed that Carole Geer, an English 105 instructor at Woodway, be released at the beginning of Edmonds Community College's winter quarter and a replacement teacher be hired for .2 of her teaching assignment. She would continue to teach the English 105 (CEP) class and two other classes at Woodway. The proposed implementation plan addresses the goals of the articulation program and the very specific problems created by the decision to merge Edmonds and Woodway High Schools, effective 9/90.

A Completed Contract Class

Agreement

BEST COPY AVAILABLE

EDMONDS COMMUNITY COLLEGE

Because someday starts today.

EXTENDED LEARNING

CONTRACTED CLASS AGREEMENT

This Agreement made and entered into this 26th day of September, 1990, by and between Edmonds Community College, 20000 68th Avenue West, Lynnwood, Washington 98036, hereinafter referred to as the "College" and

The Articulation Council of Edmonds Community College and Edmonds School District 15, 3800 196th SW, Lynnwood 98036-5789,

hereinafter referred to as "Contractor."

Purpose of this Agreement is to provide a Japanese Language class for 15 Edmonds School District 15 students and 15 Edmonds Community College students during the College fall quarter, September 24, 1990, to December 19, 1990.

IT IS THEREFORE MUTUALLY AGREED THAT:

1. The College will:
   - provide the instructor
   - pay the instructor

2. The Contractor will:
   - provide the students - other sites
   - pay the College for expenses incurred in the amount of $3,696.00 (three thousand six hundred and ninety-six dollars).

Edmonds Community College will bill the Articulation Council

Contractor

9/27/90
Date

College

9/27/90
Date

20000 68th Avenue West / Lynnwood, Washington 98036-5999 / (206) 771-1500 / Telex 6503293155MCIUW

Promotional

Notices to Students

BEST COPY AVAILABLE

Articulation

College Credits . . .

sponsored by The Articulation Council of Edmonds School District 15 and Edmonds Community College combining the resources of the school district and the college provide special opportunities for high school students to learn and to earn college credit.

YOU CAN ENROLL FOR COLLEGE CREDIT -

***CEP-The College English Project (ENG 470)** offers college English Composition classes to students at Meadowdale, Lynnwood and Edmonds-Woodway High Schools. Five college credits, transferable to a two or four-year college, are granted. The class is College English 105, beginning composition for college freshmen.

***Careers with Children (VOC 108)** - Cooperative programs have ESD 15 children enrolled in EdCC co-op preschools at Scriber Lake, Maplewood and Melody Hill. Parents of those children are enrolled in the EdCC Family Life classes.

***CAP - College Accounting Project (ACCT 3&4)** offers credit for second year accounting as well as five college credits, transferable to a two or four year college. This course is comparable to required college accounting.

***Food Works (Culinary Arts VOC 103)** - Training for careers in the food service industry is offered by the district and the college in classes at the EdCC fine dining center. High school students earn up to 12 college credits in the areas of food preparation, pantry preparation and food service.

***The Edmonds Brass** is a new musical ensemble which carries two college credits through EdCC each quarter. Membership in the group is by audition and open to high school and college students. The class meets each Monday night at the college music department.

***Business and Office Classes** - Students can take several business and office administration classes in high school and earn college credit toward certificates and degrees. Five credits each can be earned in keyboarding, accounting, business math and computer science; and three credits in electronic calculator skills.

***The Intercultural Exchange (T.I.E.)** - is a special class being offered winter quarter (Fridays at 2:30 at EdCC for one humanities credit) to help international and American high school and college students present programs in the community about their countries, customs and culture.

TO FIND OUT MORE - CONTACT YOUR HIGH SCHOOL COUNSELOR

COLLEGE ACCOUNTING PROGRAM (CAP)

Edmonds School District and Edmonds Community College

WHAT: Take a college level accounting course while still in high school.

WHO: High school students who have had one year of accounting.

WHERE: An intradistrict course offered at Edmonds/Woodway High School.

WHEN: First period during the 1991-1992 academic year in the advanced accounting course.

WHY: To make it possible for advanced high school accounting students to get college transferable credit while still in high school.

COST: $50

Advanced high school accounting students can earn 5 credits in Accounting 201, Financial Accounting, through Edmonds Community College in their high school accounting class. Accounting 201 is the first of three accounting classes required by all four-year universities in their colleges of accounting and business administration. The course, credits, and grade will be recorded on an Edmonds Community College transcript for each student as if taken at the college.

FOR MORE INFORMATION CONTACT THE EDMONDS SCHOOL DISTRICT AT 670-7124 OR EDMONDS COMMUNITY COLLEGE AT 771-1682

Edmonds School District 15
3800 196th S.W.
Lynnwood, WA 98036-5789
(206) 670-7094

ARTICULATION Council

Edmonds Community College
20000 68th Avenue West
Lynnwood, WA 98036
(206) 771-1512

TO: Principals, Assistant Superintendents (Edmonds School District)
Associate Deans (Edmonds Community College)

FROM: Articulation Council

SUBJECT: **NOMINATION FOR RECOGNITION OF ARTICULATION CONTRIBUTION**

The Articulation Council, representing the Edmonds School District and Edmonds Community College, will each year recognize individuals who:

1. have exhibited by example and significant effort a strong belief in the primary goal of the articulation program as it is expressed in the Articulation Agreement of the Edmonds School District and Edmonds Community College;
2. have been instrumental in fostering and facilitating activities which are in the spirit of articulation; and
3. have conducted activities which have proven to be mutually beneficial to the school district and the college.

Nomination for this recognition is done through your offices with final selection and approval conducted by the Articulation Council. Honorees will be recognized at a joint meeting of the school district's board of directors and the college's board of trustees, followed by a reception.

(NOMINATIONS MUST BE SUBMITTED BY MAY 6, 1991)

Please complete the information below for nominations and return to the Articulation Council at Edmonds Community College.

Name of Nominee _____ **Phone** (W)_____ (H)_____
(Last) (First)

Address _____
(Number and Street) (City) (ZIP)

Nomination Category ____Teacher ____Parent/Community ____School Administration

Please state briefly supportive statements for this nomination (use back if more space is needed).

_____
(Signature of Nominator)

END

U.S. Dept. of Education

Office of Educational
Research and Improvement (OERI)

ERIC

Date Filmed
March 13, 1992